



NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

Catherine Truitt, *Superintendent of Public Instruction*

www.dpi.nc.gov

October 21, 2022

Dr. Dan Brigman, Superintendent
Avery County Schools

Dear Dr. Dan Brigman:

On October 13, 2022, the Office of Federal Programs concluded the ESSER-GEER Monitoring Review of the use of federal COVID funds by Avery County Schools. The programs that were reviewed include the following, as applicable to your Avery County Schools:

- CARES Act, ESSER I and GEER: PRCs 163, 164, 165, 166, 168, 169, 170;
- CRRSA Act, ESSER II: PRCs 171, 172, 173, 174, 176, 177, 178;
- ARP Act, ESSER III: PRCs 181 and 182 and
- Other federal relief funds: PRCs 192, 193 and 202.

We are pleased to announce that Avery County Schools met all programmatic requirements for the use of these federal COVID funds. Please see the attached ESSER-GEER Monitoring Report for Avery County Schools. On behalf of the North Carolina Department of Public Instruction, we would like to express our gratitude to you and your staff for assisting in this review and for your service to the children of North Carolina.

Sincerely,

A handwritten signature in black ink, appearing to read "LaTricia Townsend".

Dr. LaTricia Townsend
Division Director

A handwritten signature in black ink, appearing to read "Tina N. Letchworth".

Tina N. Letchworth
Assistant Director

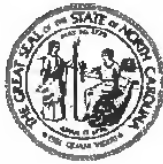
LT:TL:rt

c: Megan Pollard, Federal Program Director
Alex Charles, NCDPI Section Chief
Nick Anderson, Lead Federal Program Administrator

FEDERAL PROGRAM MONITORING AND SUPPORT DIVISION

6307 Mail Service Center, Raleigh, North Carolina 27699-6307 | (984) 236-2786 | Fax (984) 236-2099

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Catherine Truitt, *Superintendent of Public Instruction*
WWW.DPI.NC.GOV

ESSER Final Report Monitoring Template

An instrument to monitor grant programs authorized under the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act

Office of Federal Programs
Revised August 2022

OFFICE OF FEDERAL PROGRAMS

6307 Mail Service Center, Raleigh, North Carolina 27699-6307 | (984) 236-2786 | Fax (984) 236-2099
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

**Office of Federal Programs
ESSER Monitoring Report**

Summary		Programs Monitored		
		ESSER I	ESSER II	ESSER III
PSU Code:	060	[x] PRC 163	[x] PRC 171	[x] PRC 181
PSU Contact:	Megan Pollard	[] PRC 164	[] PRC 172	[] PRC 182
NCDPI Lead PA:	Nick Anderson	[x] PRC 165	[x] PRC 173	[x] PRC 188
Documents Due Date:	10/6/2022	[] PRC 166	[x] PRC 174	[x] PRC 189
Monitoring Date:	10/13/2022	[] PRC 168	[x] PRC 176	[x] PRC 191
Report Date:	10/21/2022	[x] PRC 169	[x] PRC 177	[x] PRC 192
Findings:	0	[x] PRC 170	[x] PRC 178	[x] PRC 193
Recommendations:	5			[] PRC 197
				[] PRC 202
				[x] PRC 203
				[x] PRC 205

The ESSER-GEER monitoring event summarized in this report is based on an examination of program files and an interview with the administration of the Public School Unit (PSU). The purpose of the review was to evaluate compliance with up to four performance elements for each of the accepted programs listed above. Details about these procedures are explained in the *ESSER-GEER Overview and Monitoring Instrument* which the PSU staff received from the Office of Federal Programs at the beginning of the process and is available on the website.

Each of the elements applicable to the PSU have been rated according to the following rubric:

A rating of Meets Requirement will be issued if the following are True:

- Compliance Element is 100% met and supported by all required evidence.
- All required documents are provided and support compliance.
- Interviews are consistent with documentation and indicate proper processes and implementation.
- Compliance is consistent at the PSU level and throughout the schools.

A rating of Meets Requirement with Recommendations will be issued if:

- Basic compliance requirements are met.
- Compliance and/or documentation could be strengthened with reasonable measures.

A Finding will be issued if either of the following is true:

- Evidence or lack of evidence shows compliance element has not been met.
- Documentation is incomplete or lacking.
- Interviews do not support documentation.
- Interviews reveal a lack of understanding of processes or implementation.
- Compliance is inconsistent at the PSU level or at the schools

The following pages present detailed results of this monitoring review. For each element rated with a finding, a narrative provides details and indicates corrective action required of the PSU. Recommendations are also described in narratives but require no corrective actions. A chart listing all elements and their ratings is also provided.

In accordance with department policy, no NCDPI staff member who contributed to the contents of this report has any affiliation or interests that would compromise an impartial review.

**Office of Federal Programs
ESSER Monitoring Report**

ESSER I, GEER I

PRC		Elements	Rating	Narrative
163	K-12 Emergency Relief Fund	1	Meets Requirement	In the interview, Avery County Schools (ACS) discussed that they had notified and invited their local private schools to consult regarding equitable services. ACS mentioned that letters had been sent for consultation. The invitations extended to the two local private schools have yielded no signed documentation for monitoring interview. However, ACS assured that they have records of the efforts made to their local private schools offering equitable services. Nevertheless, it is recommended that ACS keeps official documentation of the efforts made to provide equitable services as outlined in the NCDPI official ESSER-GEER Monitoring Instrument.
		2	Meets Requirement	
		3	Meets Requirement	
		4 (districts only)	Meets Requirement with Recommendation	
164	K-12 Emergency Relief Fund (Supplementary for charter schools)	1	Not Applicable	
		2	Not Applicable	
		3	Not Applicable	
		4 (districts only)	Not Applicable	
165	Digital Curricula	1	Meets Requirement	In the interview, Avery County Schools (ACS) discussed that they had notified and invited their local private schools to consult regarding equitable services. ACS mentioned that letters had been sent for consultation. The invitations extended to the two local private schools have yielded no signed documentation for monitoring interview. However, ACS assured that they have records of the efforts made to their
		2	Meets Requirement	
		3	Meets Requirement	
		4 (districts only)	Meets Requirement with Recommendation	

**Office of Federal Programs
ESSER Monitoring Report**

				local private schools offering equitable services. Nevertheless, it is recommended that ACS keeps official documentation of the efforts made to provide equitable services as outlined in the NCDPI official ESSER-GEER Monitoring Instrument.
16 6	Learning Management Systems	1	Not Applicable	
		2	Not Applicable	
		3	Not Applicable	
		4 (districts only)	Not Applicable	
16 8	Innovative Childcare and Remote Extended Support (ICARES)	1	Not Applicable	
		2	Not Applicable	
		3	Not Applicable	
		4 (districts only)	Not Applicable	
16 9	Specialized Instructional Support Personnel	1	Meets Requirement	In the interview, Avery County Schools (ACS) discussed that they had notified and invited their local private schools to consult regarding equitable services. ACS mentioned that letters had been sent for consultation. The invitations extended to the two local private schools have yielded no signed documentation for monitoring interview. However, ACS assured that they have records of the efforts made to their local private schools offering equitable services. Nevertheless, it is recommended that ACS keeps official documentation of the efforts made to provide equitable services as outlined in the NCDPI official ESSER-GEER Monitoring Instrument.
		2	Meets Requirement	
		3	Meets Requirement	
		4 (districts only)	Meets Requirement with Recommendation	
17	Supplemental	1	Meets Requirement	In the interview, Avery County Schools

**Office of Federal Programs
ESSER Monitoring Report**

0	Instructional Services	2	Meets Requirement	(ACS) discussed that they had notified and invited their local private schools to consult regarding equitable services. ACS mentioned that letters had been sent for consultation. The invitations extended to the two local private schools have yielded no signed documentation for monitoring interview. However, ACS assured that they have records of the efforts made to their local private schools offering equitable services. Nevertheless, it is recommended that ACS keeps official documentation of the efforts made to provide equitable services as outlined in the NCDPI official ESSER-GEER Monitoring Instrument.
		3	Meets Requirement	
		Meets Requirement with Recommendation		
		4 (districts only)		

ESSER II

PRC		Elements	Rating	Narrative
171	K-12 Emergency Relief Fund	1	Meets Requirement	
		2	Meets Requirement	
		3	Meets Requirement	
172	K-12 Emergency Relief Fund (Supplementary for Charter Schools)	1	Not Applicable	
		2	Not Applicable	
		3	Not Applicable	
173	Supplemental Contracted Instructional Support Funding	1	Meets Requirement	
		2	Meets Requirement	
		3	Meets Requirement	
174	School Nutrition COVID Support	1	Meets Requirement	In the interview, Avery County Schools discussed the activities that have been approved and are being implemented. The activities discussed are aligned to the budget and the expenditures documented. Nevertheless, it is recommended that the PSU maintains record of the activities captured utilizing PRC 174 federal funds. The
		2	Meets Requirement with Recommendation	
		3	Meets Requirement	

**Office of Federal Programs
ESSER Monitoring Report**

			PSU made mentioned of the documentation of stops and the counts of meals that were distributed to students within their community. It is recommended that the PSU maintains authentic documentation of these activities. The artifacts should be easily accessible and presentable to ensure evidence is being maintained for all the approved activities.
176	Learning Loss Funding	1 2 3	Meets Requirement Meets Requirement Meets Requirement
177	Summer Career Accelerator	1 2 3	Meets Requirement Meets Requirement Meets Requirement
178	Competency-Based Assessment	1 2 3	Meets Requirement Meets Requirement Meets Requirement

ESSER III

PRC		Elements	Rating	Narrative
181	K-12 Emergency Relief Fund	1 2 3	Meets Requirement Meets Requirement Meets Requirement	
182	K-12 Emergency Relief Fund (Supplementary for Charter Schools)	1 2 3	Not Applicable Not Applicable Not Applicable	
188	Summer Career Accelerator	1 2 3	Meets Requirement Meets Requirement Meets Requirement	
189	Math Enrichment Programs	1 2 3	Meets Requirement Meets Requirement Meets Requirement	
19	Identification and	1	Meets Requirement	

**Office of Federal Programs
ESSER Monitoring Report**

1	Location of Missing Students	2	Meets Requirement	
		3	Meets Requirement	
19	Cyberbullying & Suicide Prevention	1	Meets Requirement	
2		2	Meets Requirement	
		3	Meets Requirement	
19	Gaggle Grant	1	Meets Requirement	
3		2	Meets Requirement	
		3	Meets Requirement	
19	Middle School Reading	1	Not Applicable	
7		2	Not Applicable	
		3	Not Applicable	
20	COVID-19 Student Enrollment Increase	1	Not Applicable	
2		2	Not Applicable	
		3	Not Applicable	
20	State Teacher Bonuses	1	Meets Requirement	
3		2	Meets Requirement	
		3	Meets Requirement	
20	Drivers Ed/Training	1	Meets Requirement	
5		2	Meets Requirement	
		3	Meets Requirement	

History Log

Avery County Schools (060) Regular Local School District - FY 2024 - FP-ARPA ESSER III PRC 188-189 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/11/2023 10:33:05 AM	Alex Charles	Status change	S
	8/29/2023 9:50:04 AM	Sandy Carlaccini	Status change	S
	8/29/2023 9:49:11 AM	Sandy Carlaccini	The application is the only approved ESSER plan for FY2024. The other plans have not been reviewed by DPI yet	C
			PRC 188	
			PRC 189	
			Sandy Carlaccini	
			ESSER Pro	
			Federal PRC	
	8/25/2023 11:04:29 AM	Megan Pollard	Status change	S
	8/25/2023 11:04:24 AM	Megan Pollard	Status change	S
	8/25/2023 11:04:18 AM	Megan Pollard	Status change	S
	8/22/2023 9:37:12 AM	Logan Burleson	Status change	S
	7/26/2023 1:20:48 AM	NCCCIP Admin	Status change	S

Allotments

Avery County Schools (060) Regular Local School District - FY 2024 - FP-ARPA ESSER III PRC 188-189 - Rev 0 - Allotments

	(1)	PRC 188 (2)	PRC 189	Total
		CFDA: 84.425U	CFDA: 84.425U	
Allotment	\$0.00	\$0.00	\$0.00	\$0.00
Carryover	\$47,905.00	\$47,905.00	\$39,189.60	\$87,094.60
Total	\$47,905.00	\$47,905.00	\$39,189.60	\$87,094.60

Budget

Avery County Schools (060) Regular Local School District - FY 2024 - FP-ARPA ESSER III PRC 188-189 - Rev 0 - FP-ARPA ESSER III PRC 188

By checking this box the LEA is waiving allocation for this grant or submitted a budget in error and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
-----	-----	---------------	-----------------	----------------	---------------

060 188 0 No No 5.44 %

Fiscal Information		NCDPI Finance	LEA Budget
--------------------	--	---------------	------------

Allotment Type:		LEA Allotment	
Allotment Amount:		\$0.00	\$0.00
Carryover Amount:		\$47,905.00	\$47,905.00
Allotment Plus Carryover:		\$47,905.00	\$47,905.00
Total Budgeted:		\$47,905.00	\$47,905.00
Total Remaining		\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	08/29/2023 09 49 AM	Carlaccini, Sandy

Budget History

Show Data Sent to LEA










Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
8/29/2023 9:49 AM	Approved (Pending)		Carlaccini, Sandy			
8/24/2023 8:11 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All 

[Download Budget Data](#)

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5350	126	000	00	\$15,000.00	\$0.00	\$15,000.00		
	Other	3	5350	211	000	00	\$1,147.50	\$0.00	\$1,147.50		
	Other	3	5350	221	000	00	\$3,675.00	\$0.00	\$3,675.00		
	Other	3	5350	232	000	00	\$150.00	\$0.00	\$150.00		
	Other	3	5350	311	000	00	\$2,000.00	\$0.00	\$2,000.00		
	Other	3	5350	333	000	00	\$5,000.00	\$0.00	\$5,000.00		
	Other	3	5350	351	000	00	\$7,680.00	\$0.00	\$7,680.00		
	Other	3	5350	411	000	00	\$10,882.87	\$0.00	\$10,882.87		
	Other	3	8100	392	000	00	\$2,369.63	\$0.00	\$2,369.63		
Total:							\$47,905.00	\$0.00	\$47,905.00		

Grant Details

Avery County Schools (060) Regular Local School District - FY 2024 - FP-ARPA ESSER III PRC 188-189 - Rev 0 - FP-ARPA ESSER III PRC 188

PRC 188: To support public school units in addressing COVID-19 related needs during the summer, including through in-person instruction to address learning loss and provide enrichment activities for students in grades 6-12.

*** 1. What is your PSU's vision and supporting goals for the Summer Career Accelerator Program?**

Avery County Schools seeks to create a career accelerator program focusing on rising 6th-12th graders to increase awareness and workforce partnerships in building students pathways into local careers. Students will participate in a variety of activities including, career technical exploration, leadership development, and employability skills activities to increase student confidence and understanding of career based opportunities. The program will operate over at least two different weeks in the summer, with students learning a combination of technical and employability skills with CTE Pathway teachers and then culminating industry tours with corresponding workforce partners. Additionally, we plan to add opportunities for paid internships aligning with pathway completion with Avery County Schools. Specific internship opportunities include maintenance/transportation, technology, and child nutrition.

*** 2. How will you utilize lessons learned from your 2022 Career Accelerator program (PRC 177) to design this program?**

PRC 177 was very successful, with 21 students being served in our Farm to Table and Woodworking Camps. We were hampered by both student and staff interest in being able to conduct a longer program. As a result, we are recruiting staff and students at an earlier point in time, as well as expanding to include the additional components of a community college tour and the option of paid student internships with the school system. We hope that with increased scope, along with earlier outreach, we'll be able to serve more students.

*** 3. Identify 2-3 measurable outcomes for students who participate in your program (e.g., number of credentials earned, increase in technical skills, employability skills, durable skills, career interests, etc.).**

The Career Accelerator Program will address several key issues found in our district: -Increase student awareness of pathway opportunities found at the high school and their corresponding opportunities in the workforce -Increase the likelihood of students participating in work based learning activities (job shadowing, internship, apprenticeship, etc) during their high school career -Increase student attainment of employability skills

*** 4. How does the program align to local or regional business needs, as identified by a business advisory council, and connected to NC Commerce employment projections (STAR Jobs NC) for your economic region?**

The program has been introduced to our Business Advisory Council and will utilize workforce and industry partners that are aligned with both STAR Jobs and the pathways offered in our local CTE programming. Activities and partnerships will be reflective of both current and future needs as outlined in our local community and as expressed by the Business Advisory Council. A strong emphasis will be placed on Employability Skills and connecting pathways with local employers.

*** 5. Describe which workforce model you plan to incorporate into your summer program (ex: NC Career Launch, District C, work-based learning experience, career development plan, internship, job-shadow, etc.)?**

We plan to incorporate a combination of workforce models. Career development planning will take place as multiple pathway programs will be highlighted. We will also incorporate work-based learning through internships, as well as job shadowing through field trip experiences to work sites.

*** 6. Identify 1-2 community partners who will support your Career Accelerator Summer Program.**

Avery Cooperative Extension Mayland Community College Stonewalls Restaurant Trosly Farms Appalachian Regional Hospital

*** 7. In order to align these funds with the workforce goals of NCDPI, identify the goal(s) with which your program will align. (At least one box must be checked)**

Prepare the future workforce with the skills and experiences required to be successful productive citizens, providing a robust talent pipeline that powers the State's economic development efforts.

Ensure that all students have access to post-secondary pathways that align with growing, high wage careers that meet local, regional, and/or statewide industry demand for talent.

Create a systemic framework designed to assist all students and parents in making informed plans and decisions about future education and career opportunities.

Ensure that all students engage in career exploration and real-world learning activities through the K-12 journey that lead to postsecondary education, direct to workforce, or military service.

* 8. What grade level(s) do you anticipate inviting to the program? *(At least one box must be checked)*

- Rising 6th Graders
Rising 7th Graders
Rising 8th Graders
Rising 9th Graders
Rising 10th Graders
Rising 11th Graders
Rising 12th Graders

* 9. How will you determine student eligibility for participation in the program?

Specific student groups invited to the Career Accelerator Academy include: -At-risk rising 6th-12th graders -Special Populations students (including English Learners and/or Exceptional Children) -Students identified as at-risk based on EOG/EOC scores, iReady scores, attendance, and/or principal/counselor recommendation We will accept additional students as we have space in the program areas.

* 10. Other than student eligibility data, which data source(s) will be used to inform your program design?

-Feedback from this past year's Career Accelerator Program -Feedback from CTE Faculty, and Business Advisory Council

* 11. What is your target enrollment?

4 Student interns 50 students going through CTE CTE Career Accelerator Camps that incorporate skills and Worksite visits

* 12. What are the projected program start and end dates?

* Start Date (MM/DD/YYYY)

06/10/2024

* End Date (MM/DD/YYYY)

08/09/2024

* 13. How will this program be aligned to your PSU's broader learning recovery plan?

Avery County Schools is committed to providing high quality, hands-on experiences to increase the level of student engagement that then leads to high levels of student interest and improved academic performance. These activities provide students aligned career based experiences that allow students to receive additional support in the summer in building durable (soft) skills and learn about possible career opportunities post high school.

* 14. Describe the process you will use to recruit and select staff for the program.

CTE staff will be recruited to teach 2-3 weeks of camp activities related to their pathway. Opportunities will be advertised in September of 2023, with formal applications and staff selection taking place in March of 2023 to allow staff to assist in the student recruitment process.

* 15. How do you plan to share outcome data with students, families, and community partners?

Students will complete written reflections to be shared with parents and community partners based on their experiences. Additionally, a presentation will be developed that highlights program activities (with pictures and student stories) that can be shared on the CTE website, the Board of Education, and Business Advisory Council.	
PRC 188 Assurances: Check <u>all</u> assurances to identify an understanding of PRC 188 terms.	
*	Funds shall not be transferred into or out of this allotment category.
*	PSUs shall prioritize enrollment in the program to students who are at risk, as defined in State Board of Education policy ALTP-002, and/or students identified as having been disproportionately impacted by the COVID-19 pandemic.
*	PSUs shall submit a program plan in accordance with, and including the elements within, the Summer Career Accelerator Program Guidance document to the Office of Learning Recovery and Acceleration by September 1, 2022.
*	Any public school unit without an approved application in CCIP as of August 15, 2022 will forfeit its allotment under this PRC. Unallotted funds will be reallocated to public school units with an approved application

Budget

Avery County Schools (060) Regular Local School District - FY 2024 - FP-ARPA ESSER III PRC 188-189 - Rev 0 - FP-ARPA ESSER III PRC 189

By checking this box the LEA is waiving allocation for this grant or submitted a budget in error and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
060	189	0	No	No	5.44 %

Fiscal Information		
NCDPI Finance		LEA Budget
Allotment Type		
Allotment Amount		\$0.00
Carryover Amount		\$39,189.60
Allotment Plus Carryover		\$39,189.60
Total Budgeted:		\$39,189.60
Total Remaining		\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	08/29/2023 09:49 AM	Carlaccini, Sandy

Budget History

Show Data Sent to LEA














Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
8/29/2023 9:49 AM	Approved (Pending)		Carlaccini, Sandy			
8/24/2023 8:15 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All 

[Download Budget Data](#)

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	143	000	00	\$6,600.00	\$0.00	\$6,600.00		
	Other	3	5110	211	000	00	\$504.90	\$0.00	\$504.90		
	Other	3	5110	221	000	00	\$1,617.00	\$0.00	\$1,617.00		
	Other	3	5350	163	000	00	\$900.00	\$0.00	\$900.00		
	Other	3	5350	198	000	00	\$17,153.00	\$0.00	\$17,153.00		
	Other	3	5350	211	000	00	\$1,381.11	\$0.00	\$1,381.11		
	Other	3	5350	221	000	00	\$4,423.07	\$0.00	\$4,423.07		
	Other	3	5350	232	000	00	\$232.79	\$0.00	\$232.79		
	Other	3	5350	312	000	00	\$1,000.00	\$0.00	\$1,000.00		
	Other	3	5350	333	000	00	\$500.00	\$0.00	\$500.00		
	Other	3	5350	411	000	00	\$2,154.75	\$0.00	\$2,154.75		
	Other	3	5350	459	000	00	\$700.00	\$0.00	\$700.00		
	Other	3	8100	392	000	00	\$2,022.98	\$0.00	\$2,022.98		
Total:							\$39,189.60	\$0.00	\$39,189.60		

Grant Details

Avery County Schools (060) Regular Local School District - FY 2024 - FP-ARPA ESSER III PRC 188-189 - Rev 0 - FP-ARPA ESSER III PRC 189

PRC 189: To support public school units in addressing COVID-19 related needs during the instructional year, including through after-school and before-school programs that incorporate supplemental in-person instruction to address learning loss in math in grades 4-8

- * 1. Detail how the students most impacted by COVID-19 and in need of supports to improve their mastery of grade-level mathematics standards will be identified; include what data will be used to identify students and how they will be notified for participation in the program.

Avery County Schools (ACS) will use a combination of 2023 EOG scores, as well as iReady End of Year and Beginning of Year scores to identify at-risk students. Families will be notified of their child's ability to participate in the program through a combination of individual homeroom teacher contact, school newsletters/website, and/or letters of invitation sent home.

- * 2. This program should be both educational and enriching. Outline your vision for designing an engaging mathematics-focused program, include any community partnerships, curriculum, software/applications, hands-on tools/manipulatives, professional development and supports.

Avery County Schools (ACS) has a partnership with the Williams YMCA through a 21st Century Learning Grant. ACS will utilize math games (including: <https://tools4ncteachers.com/> and <https://www.youcubed.org/tasks/>) to engage students math experiences 2-3 days per week, with students attending the after school program after the sessions are completed. Certified math teachers and trained tutors will implement the program across 7 individual campuses. YMCA staff will also be utilized to support logistics, implementation, and follow up. The district will partner with Appalachian State University staff to provide training on successful use of math manipulatives and games to assist in student remediation. Other online tools include iReady and iXL.g

- * 3. Describe how the proposed program will improve students' access to innovative mathematics learning strategies in order to achieve grade-level proficiency. What is the evidence-based math instructional model or math learning framework for your program or intervention?

Avery County Schools (ACS) will utilize math games from <https://tools4ncteachers.com/>, <https://www.youcubed.org/tasks/>, i-Ready math, various hands-on math games, real-world math projects, and supplemental trips to reinforce grade level skills. Teachers will also provide individualized and small group instruction on math deficits determined by iReady and formative assessment results. Visual Representations Teacher at board with student Yet another evidence-based strategy to help students learn abstract mathematics concepts and solve problems is the use of visual representations. More than simply a picture or detailed illustration, a visual representation—often referred to as a schematic representation or schematic diagram—is an accurate depiction of a given problem's mathematical quantities and relationships. The purpose of this visual is to reflect a student's understanding of the problem and to help her correctly solve it. For example, in the photo to the right, a student is using a visual representation—here, a pie chart—to learn about equivalent fractions. Despite the fact that teachers implement this strategy in the early grades to help students learn basic math facts, students with mathematics learning disabilities and difficulties often do not continue its use on their own to solve problems. Evidence Based Math Practices (from <https://iris.peabody.vanderbilt.edu/module/math/cresource/q2/p08/#content0>) Effective Classroom Practices three student working math problem at whiteboard. A number of other classroom practices are supported by moderate levels of evidence, even if they have not yet met the requirements to be considered evidence-based. Implementing these kinds of effective practices in conjunction with an EBP is yet another way teachers can improve their students' mathematical understanding. Among these effective classroom practices is: Encouraging student discussion Presenting and comparing multiple solutions Assessing student understanding

- * 4. Provide a sample schedule for this program. The schedule should include days of the week, times, and location(s).

The program will take place at each of the 7 schools serving students in grades 4-8. A typical program session would run 2-3 days per week for one hour (ie. Tues, Wed, and/or Thur) from 3:00-4:00. Students would enter the classroom and organize into small groups of 3-4, with an 8:1 student/teacher ratio. The teacher would then explain the game of the day, reviewing concepts/skills that are contained within the game(s), and answer student questions. (3:00-3:15); Facilitated Game play (3:15-3:45); Facilitated Review of Skills covered, student check in of skills needed, and clean up (3:45-4:00). Other activities include field trips to math competitions and/or work based learning sites to provide students real life applications of mathematical practices

- * 5. Describe the proposed staffing plan including a staff to student ratio and any additional staff the district plans to hire for the program. If the district plans to utilize tutors, community partners, etc. outline their respective roles, responsibilities, and resources committed.

Math teachers at each school will work extended contract hours to facilitate sessions. Additionally, the teacher may also have tutors (depending upon class size) to assist in the facilitation of student game play and review. All sessions will operate with an 8:1 student to staff ratio. After the session is completed, students will then report to the after school program run by the Williams YMCA or proceed to the front office for parental pick up. The district will partner with Appalachian State University staff to provide training on successful use of math manipulatives and games to assist in student remediation. All staff will attend a training session within the first month of implementation, as well as a mid-year data review to evaluate success, implementation barriers, and resource adjustment.

* 6. In the space below, describe a) the key student academic outcomes, b) associated performance measures for which student data will be collected, analyzed, and reported; c) the organizational plan for collecting participation and outcome data on students served.

The key outcome of the project will be greater rate of academic growth of program participants in comparison to non-program participants, as measured by BOY, MOY, and EOY iReady diagnostic assessments. Another outcome will be increased overall math proficiency levels and percentile performance as measured by Math EOG results. Data will be collected by each school, with participants being entered as an instructional group in iReady. Attendance being taken each day that the program meets. Data will be calculated and shared with district and school leadership in January 2024 and June 2024 to evaluate success of the program.

PRC 189 Assurances: Check all assurances to identify an understanding of PRC 189 terms.

*	Funds shall not be transferred into or out of this allotment category.
*	PSUs shall prioritize enrollment in the program to students who are at risk, as defined in State Board of Education policy ALTP-002, and/or students identified as having been disproportionately impacted by the COVID-19 pandemic.
*	PSUs shall submit a program plan through Qualtrics in accordance with, and including the elements within, the Summer Career Accelerator Program Guidance document to the Office of Learning Recovery and Acceleration by September 15, 2022
*	Any public school unit without an approved application in CCIP as of August 15, 2022 will forfeit its allotment under this PRC. Unallotted funds will be reallocated to public school units with an approved application

FP-ARPA ESSER III PRC 188-189 Related Documents

Avery County Schools (060) Regular Local School District - FY 2024 - FP-ARPA ESSER III PRC 188-189 - Rev 0 - FP-ARPA ESSER III PRC 188-189
Related Documents

Required Documents	
Type	Document/Link
Debarment Certification [Upload 1 document(s)]	FY24 Debarment Certification Debarment 2024
Optional Documents	
Type	Document/Link
Contract Agreement(s) with external organization(s) - TEMPLATE NOT PROVIDED	N/A

Related Document Waived Allocation			
Avery County Schools (060) Regular Local School District - FY 2024 - FP-ARPA ESSER III PRC 188-189 - Rev 0 - FP-ARPA ESSER III PRC 188-189 Related Documents			
- All allocation in this application has been waived.			
Type	Documents		
	Document Template		
Debarment Certification (Upload 1 document(s))	FY24 Debarment Certification	Debarment 2024	Document Link

Avery County Schools (060) Regular Local School District - FY 2024 - FP-ARPA ESSER III PRC 188-189 - Rev 0 - Contacts

Type	Contact(s)
Required	Required

Contact(s)

Logan Burleson

Substantially Approved Dates

Avery County Schools (060) Regular Local School District - FY 2024 - FP-ARPA ESSER III PRC 188-189 - Rev 0 - Substantially Approved Dates

Grant	Substantially Approved Date
FP-ARPA ESSER III PRC 188	Friday, August 25, 2023
FP-ARPA ESSER III PRC 189	Friday, August 25, 2023

GAN Information

Avery County Schools (060) Regular Local School District - FY 2024 - FP-ARPA ESSER III PRC 188-189 - Rev 0 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at [NCDPI School Allotment Section](#). The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Avery County Schools (060) Regular Local School District - FY 2024 - FP-ARPA ESSER III PRC 188-189 - Rev 0 - Grant Award Notification (GAN)

* Unique Entity Identifier (UEI):

EED6TVDW7MQ7

* Address:

775 Cranberry Street Newland, NC 28657

Superintendent

* Name

Dan Brigman

* Email Address

danbrigman@averyschools.net

Key Personnel:

Name

Email Address

* Logan Burleson

* loganburleson@averyschools.net

* Faith Cope

* faithcope@averyschools.net